

JAMES ISLAND ELEMENTARY

1872 Grimball Road
Charleston, SC 29412

GRADES PK-5 Elementary School

ENROLLMENT 463 Students

PRINCIPAL Cathy H. Coleman 843-762-8240

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	64	8	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Good	Unsatisfactory	Yes

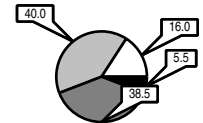
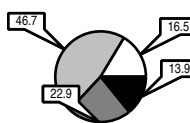
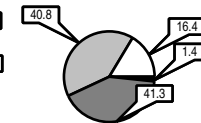
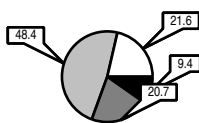
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	231	99.6	16.0	42.5	40.2	1.4	53.0	Yes	Yes
Gender									
Male	117	99.2	22.1	41.6	36.3	0.0	46.9		
Female	114	100.0	9.4	43.4	44.3	2.8	59.4		
Racial/Ethnic Group									
White	119	100.0	7.1	33.0	58.0	1.8	68.8	Yes	Yes
African-American	106	99.1	25.7	53.5	19.8	1.0	34.7	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	198	99.5	14.4	40.6	43.3	1.6	56.1		
Disabled	33	100.0	25.0	53.1	21.9	0.0	34.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	231	99.6	16.0	42.5	40.2	1.4	53.0		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	99.6	15.8	42.8	40.0	1.4	52.6		
Socio-Economic Status									
Subsidized meals	102	100.0	24.7	52.7	22.6	0.0	32.3	Yes	Yes
Full-pay meals	128	99.2	9.5	34.9	53.2	2.4	68.3		

Mathematics - State Performance Objective = 15.5%									
All Students	231	99.6	20.5	48.4	20.5	10.5	43.4	Yes	Yes
Gender									
Male	117	99.2	20.4	46.0	22.1	11.5	47.8		
Female	114	100.0	20.8	50.9	18.9	9.4	38.7		
Racial/Ethnic Group									
White	119	100.0	12.5	41.1	30.4	16.1	59.8	Yes	Yes
African-American	106	99.1	28.7	58.4	9.9	3.0	23.8	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	198	99.5	19.8	48.1	22.5	9.6	46.0		
Disabled	33	100.0	25.0	50.0	9.4	15.6	28.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	231	99.6	20.5	48.4	20.5	10.5	43.4		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	227	99.6	20.5	48.8	20.9	9.8	42.8		
Socio-Economic Status									
Subsidized meals	102	100.0	32.3	54.8	8.6	4.3	22.6	Yes	Yes
Full-pay meals	128	99.2	11.9	43.7	29.4	15.1	58.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	70	100.0	8.7	33.3	53.6	4.3	58.0
	Grade 4	77	98.7	18.9	36.5	44.6	N/A	44.6
	Grade 5	84	100.0	19.5	57.3	23.2	N/A	23.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	70	100.0	14.5	55.1	23.2	7.2	30.4
	Grade 4	77	98.7	31.1	40.5	21.6	6.8	28.4
	Grade 5	84	100.0	18.3	54.9	14.6	12.2	26.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 463)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.1%	N/A	2.5%	2.7%
Attendance rate	96.1%	N/A	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		2.6%	3.5%
Eligible for gifted and talented	23.0%	N/A	20.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.6%	N/A	8.2%	8.2%
Older than usual for grade	2.4%	N/A	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	51.7%	N/A	54.4%	51.4%
Continuing contract teachers	93.1%	N/A	90.4%	87.5%
Highly qualified teachers**	95.8%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	3.8%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.5%	86.7%
Teacher attendance rate	96.0%	N/R	95.1%	94.9%
Average teacher salary	\$39,617	I/S	\$41,499	\$40,760
Prof. development days/teacher	10.2 days	N/R	11.6 days	12.4 days

School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	N/R	20.0 to 1	18.9 to 1
Prime instructional time	91.1%	N/R	90.4%	90.0%
Dollars spent per pupil*	N/A	N/A	\$5,712	\$6,044
Percent of expenditures for teacher salaries*	N/A	N/A	65.8%	65.9%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	96.9%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

James Island Elementary began the year in the spotlight. The 2003-2004 academic year started off with tours all summer of a facility still under construction. It was exciting to watch daily the building change before our eyes into a school. We went from bare walls and floors to halls with ocean waves, a lighthouse in the entrance, a media center with over 5000 new books, two Dell computer labs, classrooms with laptops for teachers and computer stations for students, a science lab, state-of-the-art music and art room, and a multipurpose room with a stage and auditorium with a capacity to seat 800. There were times when we were not sure if it would all come together on time, but with a lot of hard work and dedication on everyone's part, it came together.

The staff spent many summer hours preparing their classrooms for the first day. Everyone participated in two days of professional training during the summer. Our teachers did not stop there; they also devoted one planning period a week to technology training. In addition, one afternoon a month was devoted to address other professional development models: Write Traits and the Building Learning Communities.

Our staff and students were formed from three elementary schools on James Island. Other staff members came to us from around and outside the county. We pride ourselves in a diverse and motivated community. Our goal this year has been to focus on building a learning community with an emphasis on the core subject areas (language arts, math, science, and social studies). We look forward to the PACT data we will receive this summer from the spring testing cycle. The School Renewal Plan will focus on these goals for the next five years. Data driven national models were investigated this year by our staff and School Improvement Council to decide which would be the most effective to incorporate to address our growing needs. We will continue to assess and evaluate as we receive more data and survey results.

We had many firsts this year. Our newly formed P.T.A. organized and planned our first community picnic a week before school began. This was followed in September by an Open House and our school's Dedication in November. We had a Reading and Math/Science night with hands on mathematical games and anomalies; the James Island Chorus debuted at our December P.T.A. Holiday Extravaganza; and a Winter Open House kicked off the New Year. The 2003-2004 school year concluded with a school and community celebration, By the Sea. Finally, May marked our first Commencement Ceremony in honor of the fifth graders who worked diligently to make our first graduating class successful and memorable.

Cathy Coleman, Principal

Diane Reynolds, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	79	70
Percent satisfied with learning environment	92.3%	85.7%	92.6%
Percent satisfied with social and physical environment	92.3%	79.7%	78.6%
Percent satisfied with home-school relations	92.3%	92.2%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.